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ABSTRACT

A course which teaches the student to plan an independent reading or research project is presented. The object of the course is to teach the student to demonstrate his knowledge by a written, oral, or media presentation or a combination of a written, oral, and/or media presentation. The course centers on research techniques and student procedures. (CK)

ED 065864

AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**



WHAT DO YOU WANT TO KNOW?

5111.07
5112.07
5113.07
5114.07
5115.07
5116.07

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and
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for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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Miami, Florida 33132

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Course Number	COURSE TITLE: WHAT DO YOU WANT TO KNOW?
5111.07	COURSE DESCRIPTION: In this course, each student, with
5112.07	the help of the teacher, will plan an independent reading
5113.07	or research project. Writing assignments or other
5114.07	evaluative devices should be planned cooperatively by
5115.07	student and teacher.
5116.07	

I. PERFORMANCE OBJECTIVE

Given the opportunity to read or research a theme, an area, or an author, the student will demonstrate his knowledge by a written, oral, or media presentation or a combination of a written, oral, and/or media presentation.

II. COURSE CONTENT

Developing the student's ability to find what he wants to know should be one of the aims of education. Too often, though, the classroom restricts the student to researching and reading that material that fits into the framework of the course. In all schools there are also those students who have a special interest in a theme that can be found in the literature of all countries and all ages, in a particular type or philosophy of literature, or in a particular author that appeals because of style, themes, or philosophy. These students often would like to have the opportunity to spend time researching and reading in this area of interest; but with the other requirements of their curriculum with its demands of preparation and time coupled with the lack of knowledge of the techniques of research, they often ignore their own interest until graduation or college, or they attack it in a hit-and-miss fashion during their regular courses.

This course, therefore, is designed so that a student can develop more knowledge in his own area of interest in language arts as a part of his regular curriculum and have a person he can meet with to help him plan the course of action, to discuss the problems that may arise, to direct him when he reaches a stalemate, and to make arrangements for him to share his knowledge with his peers, either in a class that has studied in the related area or as an enrichment program for a group of classes.

The responsibility of the mentor is limited to teaching the necessary techniques that a student requires for his research and to advising the student when he needs help. The guide should arrange to meet with the student at regularly scheduled times so that the student can discuss his problems and/or discuss the material he has been researching. The first week the two might need to meet every day to go over the type of indexes available for bibliographic information, the format of making a bibliography, the procedures and responsibilities of the student, and the schedule for regular meetings thereafter. Otherwise, the student should go to the library or to a resource center and begin the work on his independent study; the teacher should arrange to go to the library or resource center in the first part of the period in order to check if the student needs any help.

With these aims and concepts in mind, the course shall include the following:

- A. Research techniques (the emphasis on this portion will be dependent upon the student's previous knowledge and on his method of reporting)
 - 1. Selecting a topic
 - 2. Compiling a bibliography
 - 3. Outlining the topic (tentative)
 - 4. Taking notes
 - a. Paraphrase
 - b. Precis
 - c. Abstract
 - 5. Reporting the topic
 - a. Paper
 - (1) Footnotes
 - (2) Writing
 - b. Speech
 - (1) Speaking technique
 - (2) Citing references for opinions

c. Media

- (1) Film
- (2) Slides
- (3) Tape essay
- (4) Tape-slide
- (5) Videotape

d. Combination

- (1) Paper/media
- (2) Speech/slides
- (3) Film-tape
- (4) Paper/speech
- (5) Student choice

B. Student procedures

1. Selecting area, theme, or author
2. Determining reporting procedures
3. Compiling bibliography and/or information
4. Preparing report
5. Reporting-paper, speech, media

III. TEACHING STRATEGIES

A. Researching

1. Take the student to the library and acquaint him with the resources available for finding information on his topic. Examples: card catalogue and its cross referencing, Reader's Guide, Short Story Index, Essay Index, etc.
2. Help the student plan his reading program.
3. Give a self-test on term paper procedures; e.g., bibliography card, footnotes, note cards, outline, etc. to those students who are doing a paper, letting them refer to the manual for answers.
4. Acquaint the student with and give practice in writing the precis, paraphrase, and/or abstract for aid in notetaking.
5. Give the student the school's format sheet for bibliography and footnotes and go over the procedures.
6. Acquaint the student with information required on note cards: slug in an upper corner, bibliographic reference number on each card, page number for notes, quotation marks and page numbers for direct quotes.
7. Acquaint students with note taking procedures: own words except for direct quotes, running phrases, key words.
8. Inform student of necessity to avoid plagiarism in written or oral reports.
9. Arrange for the student to interview resource people who are especially knowledgeable in the field of the student's endeavor.
10. Inform the student of films, TV programs, plays, or talks that are related to his study.

B. Reporting

1. Help the student prepare his report by giving technical assistance and/or making arrangements for the assistance (e.g., films, videotapes, slides, etc.).

2. Make arrangements for the student to present the results of his work to an appropriate class or classes, or a media presentation to a media class.
3. Discuss style and emphasize the value of proofreading with the student.
4. Distribute a check list enumerating points for students to observe when revising their paper or presentation.
5. Review standards of written work with students.
6. Instruct students in techniques of speaking and oral presentation.
7. Have the student write or present orally an interim report on his reading or research.
8. Work with students interested in the different forms of media on means and methods of making and using them effectively.
9. Give students suggestions for reporting procedures on topic (see course content) and help him decide on the most effective method for his topic.
10. Have the student report to you on information he has found for the two of you to discuss and to ascertain his understanding of material.
11. Have students who are reading or researching compatible topics meet together to discuss their findings.

IV. LEARNING ACTIVITIES

A. Researching

1. The student views those commercial films or TV programs that are related to his study.
2. The student attends the plays or special programs that are related to his study and are being presented in the area. (e.g., Coconut Grove, Temple Beth Am, Players Theatre).
3. The student compiles a bibliography of material available on his topic in the school library.

4. The student takes notes on cards and shows them to his teacher for suggestions.
5. The student writes a projected plan for his readings and research.
6. The student makes a tentative outline of the final presentation.
7. The student writes a script for the media presentation.
8. The student views those films, filmstrips, transparencies and/or videotapes that will aid him in research skills.
9. The student listens to records and tapes that will aid him in research skills.

B. Reporting

1. The student determines the final method of presentation best suited to his topic and prepares it.
2. The student discusses his readings with the teacher and/or other students.
3. The student shows his compiled bibliography to his teacher to check the form and make necessary corrections.
4. The student writes an interim report on his readings in the form of an annotated bibliography.
5. The student gives his report and/or presentation to the appropriate class or person.

V. SAMPLE TEACHER OUTLINES

Each of the following outlines is related to one specific topic, (i.e., theme, author, area). The outlines are presented only as sample approaches of the kind of planning that the teacher might do in advance of anticipated request for direction from the student.

A. Teacher outline - Theme - Devil in Literature

1. Suggest possible reading on the devil as a historical figure.

- a. Bible: Genesis, Job, Isaiah, I Chronicles
 - b. Briggs, K. M. Pale Hecate's Team. New York: The Humanities Press, 1962.
 - c. Rudwin, Maximilian. The Devil in Legend and Literature. Chicago: The Open Court Publishing Company, 1931.
 - d. Summers, Montague. The History of Witchcraft. New York: University Books, 1956.
2. Suggest possible readings of literary works on the devil.
- a. Abbott, George and Wallop, Douglas. Damn Yankees. New York: Random House, Inc., 1956.
 - b. Benet, Stephen. "Devil and Daniel Webster" in United States in Literature.
 - c. Durrell, Lawrence. An Irish Faustus. New York: E. P. Dutton and Co., Inc., 1963.
 - d. Frost, Robert. Masque of Reason in Complete Poems of Robert Frost. New York: Holt, Rinehart and Winston, Inc., 1964.
 - e. Goethe, Johann. Faust. Trans. by Victor Lange. New York: Random House, Inc., 1950.
 - f. Irving, Washington. "Devil and Tom Walker" in Adventures in American Literature.
 - g. Miller, Arthur. The Crucible.
 - h. Marlowe, Christopher. Dr. Faustus in The Complete Plays of Christopher Marlowe. New York: The Odyssey Press, Inc., 1963.
 - i. North, Sterling and Boutell, C. B., eds. Speak of the Devil. New York: Doubleday and Company, 1945.
 - j. Wallop, Douglas. The Year the Yankees Lost the Pennant. New York: W. W. Norton and Co., Inc., 1954.

3. Suggest possible readings about literature using the devil.
 - a. Atkins, Stuart. Goethe's Faust: A Literary Analysis. Cambridge: Harvard University Press, 1958.
 - b. Ciardi, John, ed. Witches Three. New York: Twayne Publishing Company, Inc., 1952.
 - c. Davenport, Basil, ed. Deals with the Devil. New York: Dodd, Mead and Co., 1958.
 - d. Enright, D. J. Commentary on Goethe's Faust. New York: New Directions, 1949.
 - e. Huxley, Aldous. The Devils of Loudon. New York: Harper and Brothers, 1952.
 - f. Jackson, Shirley. The Witchcraft of Salem Village. New York: Random House, Inc., 1956.
 - g. Kittredge, George Lyman. Witchcraft in Old and New England. New York: Russell and Russell, Inc., 1956.
 - h. MacVeagh, Lincoln. Literature, Art and Mythology. New York: Henry Holt and Co., 1936.
 - i. Richards, I. A. Tomorrow Morning, Faustus! New York: Harcourt Brace, and World, Inc., 1962.
4. Suggest possible reporting procedures.
 - a. Written report concerning the devil in literature, using footnotes and bibliography
 - b. Discussion with the teacher
 - c. Slide-tape presentation, using art slides of the devil, magazine illustrations made into slides, etc. to fit with the tape presentation that could include readings and music, as well as explanatory material
 - d. Tape essay (stereo tape recorder would facilitate) using appropriate music, readings from books and periodicals on the devil in literature, and/or student commentary

- e. Make a kinestasis film-tape of devil in literature: illustrations on the film with appropriate music and/or commentary on tape.
- B. Teacher outline - Area - Japanese Poetry - Haiku
- 1. Suggest general readings on Japanese poetry.
 - a. Benet, William. "Japanese Poetry." The Reader's Encyclopedia. Boston: Thomas Y. Crowell Company, 1965.
 - b. Berishand, Roger. Japanese Literature. New York: Walker and Co., 1965.
 - c. Durant, Will. Our Oriental Heritage. New York: Simon and Schuster, 1954.
 - d. "Much in Little." The New Yorker (January 10, 1959), 65.
 - e. Rexroth, Kenneth. "Japanese Poetry." The Saturday Review. (September 2, 1967), 44.
 - 2. Suggest readings about Haikus and of Haikus.
 - a. Haikus in literature books available in school
 - b. "Haiku Is Here." Time. (March 15, 1963), 55-57.
 - c. Henderson, Harold. An Introduction to Haiku. New York: Doubleday Anchor Books, 1958.
 - d. "Hymns in Haiku." Time. (February 2, 1959), 65.
 - e. "Poems to Learn By." Time. (September 2, 1966), 65.
 - 3. Suggest possible reporting procedures.
 - a. Writing haikus to illustrate and to read as a tape-slide presentation or film-tape
 - b. Writing a paper of the history of haikus and illustrating its development
 - c. Compiling a booklet of original student-written haikus with illustrations

C. Teacher outline - Author - Jean Paul Sartre

1. Suggest possible readings by Sartre.
 - a. Anti-Semite and the Jew
 - b. Existentialism
 - c. Imagination
 - d. Nausea
 - e. No Exit and Other Plays
 - f. The Flies and Other Plays
 - g. The Words
 - h. Troubled Sleep
 - i. The Reprieve
 - j. Situations
2. Suggest possible readings about Sartre.
 - a. "A Discussion with Jean Paul Sartre." Playboy. 12:69-78.
 - b. Kern, Edith, ed. Sartre: A Collection of Critical Essays. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962.
 - c. Marill-Alheres, Rene. Jean-Paul Sartre: Philosopher Without Faith. New York: The Philosophical Library, 1961.
 - d. Streller, Justus. Jean Paul Sartre: To Freedom Condemned. New York: The Philosophical Library, 1960.
 - e. Kappler, Frank. "Sartre and Existentialism." Life. (Nov. 6, 1964), 86-110.
 - f. Wahl, Jean. A Short History of Existentialism. New York: The Philosophical Library, 1949.
 - g. Wilson, Edmund. "Jean-Paul Sartre." New Yorker. (August 2, 1947), 58-63.

3. Suggest possible reporting procedures.
 - a. Write a critical paper on Sartre based on readings of Sartre's works.
 - b. Make an oral presentation to a class.
 - c. Make a film or videotape illustrating the development of Sartre's style, philosophy, and/or one of his works.

V. STUDENT RESOURCES

A. State-adopted textbooks

Elson, et. al. The Art of Speaking. 2nd rev. ed.
Boston: Ginn and Co., 1966.

Hibbs, et. al. Speech for Today. New York: McGraw-Hill Book Co., 1965.

Lamers and Staudacher. The Speech Arts. Chicago: Lyons and Carnahan, Inc., 1966.

Modern English in Action Series. Boston: D. C. Heath, 1968.

Postman, Neil, et. al. Discovering Your Language.
New York: Holt, Rinehart and Winston, Inc., 1967, Chapter 25.

Postman, Neil, et. al. Language and Systems. New York: Holt, Rinehart, and Winston, Inc., 1965. Chapters 7, 8, 9.

Standard College Dictionary. Atlanta: Harcourt, Brace and World, Inc., 1966.

Thorndike-Barnhart High School Dictionary. Atlanta: Scott Foresman and Co., 1968.

Webster's New Student Dictionary. New York: American Book Co., 1964.

B. Non-state-adopted supplementary materials

Building Better English Series. Torch Edition. New York: Harper and Row, 1968.

The Concise Guide to Library Research. New York: Washington Square Press, n.d.

Crosby, Muriel. The World of Language. Books 5 and 6. Chicago: Follett Educational Corp., 1970.

The Dynamics of Language Series. Lexington, Mass.: D. C. Heath and Co., 1971.

Guide to Modern English Series. Atlanta: Scott Foresman and Co., 1960, 1963, 1965.

- Guth, Hans P. How We Write. Atlanta: Webster Division, McGraw-Hill Book Co., 1970-1971.
- Guth, Hans P. The Writer at Work. Atlanta: Webster Division, McGraw-Hill Book Co., 1970-1971.
- Guth, Hans P. The Writer's Purpose. Atlanta: Webster Division, McGraw-Hill Book Co., 1970-1971.
- Lumsden, Robert J. and Peterson, Edwin L. Contemporary Composition. Chicago: Science Research Associates, 1963.
- Pincus, Edward. Guide to Filmmaking. New York: New American Library, n.d.
- The Oregon Curriculum: Language and Rhetoric Series. New York: Holt, Rinehart and Winston, Inc., 1970.
- Roget, Peter J. Roget's Thesaurus. New York: Crowell, 1962.
- Walsh, J. Martyn and Anna Kathaleen. Plain English Handbook. 5th ed., rev. Cincinnati: McCormick-Mathers Publishing Company, Inc., 1966.
- Warriner, et. al. English Grammar and Composition. rev. ed. Atlanta: Harcourt, Brace and World, Inc., 1965.

C. Student media - films

- | | |
|---|---------|
| <u>Building an Outline</u> . Coronet. 10 min. B&W | 1-00500 |
| <u>Find the Information</u> . Coronet. 11 min. B&W | 1-00108 |
| <u>How to Use the Reader's Guide to Periodical Literature</u> . | 1-13846 |
| <u>Know Your Library</u> . Coronet. 11 min. B&W | 1-00111 |
| <u>Library Organization</u> . Coronet. 10 min. B&W | 1-00122 |
| <u>Your Communication Skills: Reading</u> . Coronet. 11 min. Color | 1-01171 |
| <u>Your Communication Skills: Speaking</u> . Coronet. 11 min. Color | 1-01173 |

Your Communication Skills: Writing. Coronet
11 min. Color 1-05754

D. Student media - filmstrips and soundstrips

The Card Catalog. Library Filmstrip Center. 1 sound
filmstrip. 14 min. Color.

Dewey Decimal Classification. Library Filmstrip
Center. 1 sound filmstrip. 15 min. Color.

Encyclopedias -- Basic Knowledge. Library Filmstrip
Center. 1 sound filmstrip. 12 min. Color.

Encyclopedias -- Usage Techniques. Library Filmstrip
Center. 1 sound filmstrip. 14 min. Color.

Indexes. Library Filmstrip Center. 1 sound filmstrip.
14 min. Color.

Library Research Tools -- Periodical References and
Indices. Eye Gate. 1 filmstrip.

Library Research Tools -- The Research Paper. Eye
Gate. 1 filmstrip.

Readers' Guide, Ready Reference. Library Filmstrip
Center. 1 sound filmstrip. 8 min. Color.

Reference Collections. Library Filmstrip Center.
1 sound filmstrip. 18 min. Color.

Research Paper. Library Filmstrip Center. 1 sound
filmstrip. 15 min. Color.

Your Library -- Place of Living Learning. Library
Filmstrip Center. 1 sound filmstrip. 10 min.
Color.

Reading Comprehension. Scholastic Records. 1-12 in.
33-1/3 rpm.

E. Student media - tapes

How to Use the Library. 1200" 30'. 7 1/2 S-T. #-20078.

Listen and Read. "Outlining." Educational Development
Laboratory.

Listen and Read. "Summarizing." Educational
Development Laboratory.

Listen and Read. "Taking Notes from Books."
Educational Development Laboratory.

F. Student media - transparencies

Library Science: Card Catalog, Set 2. General
Aniline. 2-30120

Library Science: Card Catalog. Set 3.
General Aniline. 2-30121

Library Science: Dewey Decimal System.
Set 1. General Aniline. 2-30119

Library Science: Reference and Guide Books.
Set 5. General Aniline. 2-30123

Library Science: Proper Note Taking. Set 6.
General Aniline. 2-30124.

Peterson, Edwin L., ed. Contemporary Composition.
Science Research Association.

G. Student media - videotapes

Purposes and Processes of Investigation. Lessons 113
and 114. Regular English 11. Dade County Schools,
Department of Educational Media. 27 min. B&W

Steps in Writing. Lesson 116. Regular English 11.
Dade County Schools, Department of Educational
Media. 27 min. B&W

VI. TEACHER RESOURCES

Ebel, Robert L. "Command of Knowledge Should Be the Primary Objective of Education." Today's Education. 60: 36-39.

Educational Division--Kodak Co., Rochester, New York. (Write for booklets on moviemaking, slide presentations, etc.)

Fagan, Edward R. "Individualizing the Study of English." English Journal. 60: 236-241.

Fagan, Edward R. and Vandell, Jean, eds. Humanizing English: Do Not Fold, Spindle or Mutilate. Champaign, Ill.: NCTE, 1970.

Jinks, William. The Celluloid Literature. Beverly Hills, California: Glencoe Press, 1971.

Tanzman, Jack and Dunn, Kenneth J. Using Instructional Media Effectively. West Nyack, N. Y.: Parker Publishing Co., Inc., 1971, Chapter 7.